DOCUMENT RESUME

ED 189 690 EA 012 809

TITLE	Effecting Educational Change Through a Statewide Dissemination/Diffusion Design and Operational Plan. Final Report, October 1, 1977 to March 31, 1979.
INSTITUTION	Wyoming State Dept. of Education, Cheyenne.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	[79]
CONTRACT	400-77-0038
NOTE	150p.: Some pages may not reproduce clearly due to broken print of original document.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Educational Innovation: Elementary Secondary Education: *Information Dissemination: Information Services: State Programs: Statewide Planning: Vocational Education
IDENTIFIERS	*Experience Based Career Education: *Wyoming

ABSTRACT

This report describes a project for developing the capacity to provide Wyoming's local education agencies with the means, resources, and processes for effective incremental improvement of their ongoing education efforts, particularly in vocational education, through adoption of an adaptation of the National Institute of Education's Experience-Based Career Education (EBCE) program. The statewide delivery system involves the state department of education, the University of Wyoming, seven demonstration centers, and the Wyoming Innovative Network System. Development and training of the project staff, implementation of a six-step planning process, and dissemination of the system to local agencies are detailed. Appendixes present a project proposal generated during the early planning phases, a report on the designing and testing of an EBCE information system, and a developed management plan and a status report on implementation of that plan. (Author/[illegible])

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189690

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

CONTRACT NO. 400-77-0038

TITLE OF PLAN
EFFECTING EDUCATIONAL CHANGE THROUGH A STATEWIDE DISSEMINATION/DIFFUSION DESIGN AND OPERATIONAL PLAN

DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20202

LYNN SIMONS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
HATHAWAY BUILDING
CHEYENNE, WYOMING

DR. MICHAEL J. ELLIOTT
PROJECT DIRECTOR
VOCATIONAL PROGRAMS UNIT DIRECTOR

EA 012 809

PERIOD COVERED
OCTOBER 1, 1977 TO MARCH 31, 1979

The activity which is the subject of this report was supported in whole, or in part, by the National Institute of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

JUL 15 1980

PROJECT OVERVIEW

Introduction

Most of Wyoming's public elementary and secondary schools are small, reflecting the sparsity of population in this ninth-largest state geographically.

Only 35 of the 394 schools in the state had an enrollment of more than 500 in 1972, and 193 had less than 100. Pupil-teacher ratios are low, average 19.0. There are about 87,000 public school students in the state and about 2,700 in parochial schools.

The public schools are under the supervision of the State Board of Education, a nine-member body appointed by the Governor on a bipartisan basis for six-year terms. The State Superintendent of Public Instruction is one of the five state officials who are elected on partisan tickets for four-year terms.

Schools are operated by unpaid, local elected board of trustees, ranging in each district from three to nine members, who hire the superintendent and make overall policy. Financial support is derived largely from local property taxes, with state aid to districts with low assessed valuation making up most of the balance. About 7% of total school revenues comes from federal sources.

Secondary schools are accredited by the North Central Association of Colleges and Secondary Schools; elementary schools are evaluated by the State Department of Education and accreditation status determined by the State Board of Education.

Greater efficiency in school operation -- both in terms of tax-dollar use and in terms of better education -- has been made possible since 1969 by the mandatory reorganization of school districts. All 42 districts are now "unified," i.e., organized to provide education from the first grade through the 12th. Kindergarten programs are offered in all but 13 districts.

Wyoming ranks high in educational attainment, being second in the nation with an average achieved grade level of 12.4. Literacy is fourth in the nation at 99.1, and per capita financial support for education ranks third in the national figures at $400.52.

Purpose of the Project

The purpose of the project was to develop and establish the capacity to provide local education agencies (public and non-public) with the means, resources, and processes for effective incremental improvement of their ongoing education efforts with the adoption/adaption of the National Institute of Education's (NIE's) Program, Experience-Based Career Education (EBCE) Models. In return, the Wyoming State Department of Education would provide evaluation data to the NIE (Washington, D.C.), on the effectiveness of the Wyoming State Department of Education's delivery system with the primary focus on the identified EBCE learner outcomes.

Statement of Procedures

The accomplishment of the state objective was delivered by a consortium of cooperating agencies, the Wyoming State Department of Education (WSDE), the University of Wyoming, seven (7) demonstration centers and Project WINS (Wyoming Innovative Network System). The systematic statewide delivery system was designed to:

1. create an awareness of successful, innovative approaches to education and identified and perceived concerns through the EBCE models,

2. develop specific processes whereby those LEA's who desired to make changes were helped, aided and supported in their efforts.

Six major components made up this coordinated statewide delivery system for planned educational change in Wyoming:

1. Coordinating Council

2. Management Information System

3. Planning Arena

4. Mission and Priorities (Development of Operational State Plan)

5. Diffusion/Dissemination (Delivery System of LEA's)

6. Evaluation

Exemplary Nature of Plan

The exemplary nature of the project was three-fold. First, the State Department of Education's coordinated delivery system was designed to assist LEA's in matching learner needs to programs of proven worth; create an awareness in all LEA's of successful, innovative approaches of EBCE; develop specific processes whereby those LEAs who desired to make changes were helped, aided, and supported in their efforts; and require each LEA to show a disengagement plan that indicates commitment to full financial responsibility for the continuation of the EBCE concept at the local level.

The second aspect of the project was the institutionalization of EBCE training in the University of Wyoming's College of Education, both in preservice and inservice components of the course offering, and the institutionalization of EBCE trainers in the State Department of Education. The financial and certification commitment needed for the continuation of EBCE adoption/adaption through the goals and objectives of the SDE were addressed and are being supported.

The third aspect of this project was culminating experience of the past two years in the following areas:

1. The implementation processes, activities, and materials, served as a change model to be disseminated to other LEAs or similar agencies in Wyoming, the Intermountain West, and the nation.

2. The EBCE processes, activities, and materials were proven at the practition level with strong involvement and support from the community (business, industry, labor, parents, etc.).

3. The feedback of data into the State Department of Education of evaluation results.

4. Instead of one Experience-Based Career Education Model site, Wyoming has seven demonstration centers representing three of the four EBCE models.

5. These seven sites represent what the SDE believes to be one of the best delivery systems for education processes, techniques and materials; that is, the local community and school districts which are involved in career education.

Contributions to the Improvement of Education

The implementation of EBCE and its processes are making a substantial contribution to the incremental improvement and redirection of education in general and vocational education in particular. Successful aspects of the EBCE project were being systematically disseminated and fused into all existing state plans and state curricula areas.

Relating EBCE to State Objectives

The need for change was documented by two programs in the State of Wyoming: The Wyoming Educational Needs Assessment Project housed at the University of Wyoming, which assessed statewide needs in several subject areas, and the local needs assessment approach established by the State Board of Education to collect data on local needs in each district.

The data analysis of each LEA's report revealed the following priority needs:

Needs	Identified In
Communication Skills (reading spelling, listening, writing, speaking) (1)	25 Studies
Occupational Education (skill development, career information) (2, 4, 7)	19 Studies
Good Citizenship (character building) (2, 3)	16 Studies

Self-respect (self-image, self-worth, pride in work) (3, 9, 10)	15 Studies
Family Living Skills (consumer education, budgeting money, health and drug education) (1, 2)	15 Studies
Guidance (counseling, psychological) Services (1, 2, 4, 5, 6, 7, 8, 9, 10)	10 Studies
Meeting the Individual Needs of Each Student (gifted and talented, special education, etc.) (1, 2, 8)	9 Studies

The WSDE considered the EBCE models as a beginning solution to the identified needs reported above. The state Office of Career Education identified 10 student learning outcomes that were closely related to the reported needs. Because of the integrated nature of the EBCE program's curriculum, there was not a direct one-to-one match between identified needs and student learning outcomes. The numbers (in parentheses) after each need correspond to the numbers of the following student outcomes and illustrate which outcomes address which need.

Identified State EBCE Learner Objectives/Outcomes

1. Young people who participate will acquire basic academic skills which are at least equal to those of their counterparts in a traditional program and which are required for adaptability in our rapidly changing society.

2. Young people who participate will demonstrate that they have developed work habits and work attitudes which are superior to those developed by young people in a traditional program (evidenced by the ability to establish goals, make commitments, and persevere to the accomplishment of their goals; by rate of attendance, punctuality, and other measures deemed appropriate).

3. Young people who participate will demonstrate a higher level of "life skills and functional adult competencies" than young people involved in the traditional program.

4. Young people who participate will demonstrate a higher level of career decision-making skills, job hunting and job-getting skills than will young people in a traditional program.

5. Young people who participate will demonstrate a higher level of self-awareness and career awareness than will young people in a traditional program.

6. Young people who participate will have greater awareness of their opportunities for continuing and recurrent education

after they leave their formal system of schooling than will young people in a traditional program.

7. Young people who participate in the program will have a higher level of satisfaction in their choice of education and work than will young people in a traditional program.

8. Young people who participate in the program will be more likely to select career areas for exploration of their career goals or for career preparation which is different than those normally expected for their sex-roles than will young people in a traditional program.

9. Young people who participate in the program will experience reduced feelings of alienation from their parents, their school and their communities.

10. Young people who participate in the program will view their learning environment as more friendly and conducive to their own self-development and career development.

Identified

Wyoming EBCE Project: Needs and Outcomes Matrix

Student Learning Out-Comes / ze ssed ds	1	2	3	4	5	6	7	8	9	10
A	Assessment Learning Site Analysis Basic Skills Life Skills Proj									
B		Time Accounting Community Site Participation		Assessment Exploration Competencies			Assessment Guidance Exploration			
C		Time Accounting Community Site Participation	Functional Citizen Proj. Personal-Soc. Devel. Proj. Competencies							
D			Projects Competencies						Comm-based Learn Activity Guidance Accountability Use of Com.Res. Competencies	Comp. Full-time Alternative Evaluation Student Input Guidance
E	Assessment Indiv. Learning Plan	Negotiation Time Accounting Community Site Participation			Assessment Guidance Exploration	Indiv. Learning Plan Placement Serv. Process-Oriented Curriculum	Assessment Guidance Exploration Student Input	Staff Training Guidance Placement Serv.	Commun-based Learn Activity Guidance Accountability	Comp. Full-time Alternative Evaluation Student Input Guidance
F	Life Skills Projects		Projects Competencies							
G	Assessment Indiv. Learning Plan Process-orient'd Curriculum	Negotiation						Staff Training Guidance Placement Serv.		

(Items within the boxes are specific procedures which the project will use to achieve the identified objectives.)

PHASE I

Planning an Operational Plan for EBCE in Wyoming

The project developed a sound functional delivery system, using a six-step process to develop each goal and objective. Parallel with this process was a process of staff development for identified project staff to acquire technical and management skills pertinent to the implementation phase.

A. Project Staff - Development

Because the project called for the institutionalization of EBCE at both the SDE level and at the University level, training was obtained for both agencies. Brokerage/clearinghouse, training and demonstration were the three essential elements of a state network for assisting LEA's in the adoption/adaption of EBCE models.

The project trained an EBCE state broker who was also the State Career Education Coordinator. The University of Wyoming, State Career Education Coordinator and other members of the SDE were trained as trainers for EBCE and the four (Part D, Vocational Education Grant) sites were used as working demonstration centers.

Accomplishments

People from the SDE, UW, and the EBCE demonstration sites were trained in EBCE and some were also trained to be trainers. These EBCE trainers are available upon request to LEA's in the following training and technical assistance areas:

a. Brokerage Function:

1) Awareness Activities
2) Orientation Activities
3) Diagnostic Activities
4) Planning Activities

Staff Trained

All Models: Michael Elliott/SDE
Marty Singkofer/Department of Labor
Linda Olson/UW
Jim Schlegel/Lander

b. Implementation/Training Function:

1) Implementation Activities

Staff Trained

All Models: Michael Elliott/SDE

Marty Singkofer/Department of Labor
Linda Olson/UW

NWREL Model: Jim Schlegel/Lander
Jim Deaver/Laramie
Keith Dodd/Glenrock
Clark Allen/Cheyenne
Jack James/UW (Now in Illinois)

RBS Model: Renae Humburg/UW

FWL Model: Steve Norman/UW

AEL Model: Kent Allen/UW

2) Staff Training Activities:

Staff Trained

Facilitator: Linda Olson/UW

Coordinators: Kent Allen/UW - NWREL and AEL
Renae Humberg/UW - RBS
Steve Norman/UW - FWL

AEL Model: Kent Allen/UW
Marty Singkofer/US
Michael Elliott/SDE
Linda Olson/UW

FWL Model: Steve Norman/UW
Carl Bocott/Casper
Marty Singkofer/UW
Michael Elliott/SDE
Glenn Schaffner/Wheatland
Linda Olson/UW
John Smerjac/Wheatland

NWREL Model: Jim Deaver/Laramie
Chuck Bayne/Laramie
Linda Olson/Laramie
Catherine Richardson/Laramie
Sharon Delaney/Laramie
John Smerjac/Wheatland
Jim Schlegel/Lander
Linda Johnstone/Lander
Del Nelson/Lander
Cora Lee Reynolds/Lander
Marti Harbour/Lander
Sandy Marquadt/Glenrock
Keith Dodd/Glenrock
Sharon Aust/Glenrock
Gene Daniels/Glenrock
Wes Kelley/Cheyenne

Iretha Bliss/Cheyenne
Charlene Gunther/Cheyenne
Marilyn White/Buffalo
Kent Allen/UW
Michael Elliott/SDE
Marty Singkofer/Department of Labor

RBS Model:
Renae Humburg/UW
Margaret Shaw/Cheyenne
Linda Olson/UW
Candace Noble/SDE
Michael Elliott/SDE
Marty Singkofer/Department of Labor
Carolyn White/Lander

c. Evaluation Function:
Renae Humburg/UW
Michael Elliott/SDE
Marty Singkofer/Department of Labor
Jim Schlegel/Lander
Jim Deaver/Laramie

d. Outside Evaluation:
Dr. Ken Spooner/UNC
Dr. Al Wight/Basin

B. Six-Step Planning Process

The six-step process for developing the operational state plan was comprised of six components:

1.0 Coordinating Council Component (Mechanism for Participation)

2.0 Management Information System (MIS)

3.0 Planning Area Component

4.0 Mission Statements and Priorities Component (State Plan Development)

5.0 Diffusion/Dissemination Component

6.0 Evaluation Component

1.0 Coordinating Council Component (Mechanism for Participation)

a. The coordinating council was established to meet the special needs of the planning effort. Its main purpose was to provide a mechanism to coordinate project direction and participation. The coordinating council functioned in the following capacities:

1) coordinated inter/intra-agency educational planning group,

2) coordinated the development of the state plan,

3) assisted in the evaluation and operation of the MIS.

b. The coordinating council was composed of inter/intra-disciplinary personnel. The staff served as the core of the planning and reporting efforts within the project.

c. The council is made up of a representative of each of the following state agencies:

1) Community College Commission
2) Education
3) Health and Social Services
4) State Planning Office
5) Higher Education
6) Labor and Statistics
7) Manpower Coordinating Council

Accomplishments

The State Plan for Establishing Statewide Implementation Capabilities of the National Institute of Education's (NIE's) Experience-Based Career Education Program. See Appendix A.

2.0 Management Information System (MIS)

a. The MIS was used as a tool for systematizing program evaluation. In Wyoming we view evaluation as information for decision-making; therefore, the key to a useful and efficient MIS system was to identify anticipated decisions. This was done through a process of analyzing information requirements by answering the following five questions:

1) Who needs the data?

2) What data do they need?

3) When and how often do they need it?

4) Where do they need it?

5) How shall the data be presented?

b. In general, these questions were answered by specifying the particular categories of programmatic interest. Such input categories of interest included:

1) Program characteristics:

a) Structure (defined needs, rationale, plans, defined solution)

b) Functions (personnel, planning, operations, logistics, fiscal)

2) Legal requirements and administrative guidelines

3) Information flow

c. Based on specified categories, processes for MIS methodologies were defined in order to answer management questions by:

1) determining the level of specificity of information,

2) determining the optional source of data,

3) determining timing of information feedback,

4) determining criteria for judgments.

d. Based on the above inputs and MIS processes, output options included the following:

1) indicators of intermediate needs,

2) summative descriptions,

3) corrective actions,

4) optimization,

5) recommended changes.

e. The CIPP evaluation model was used as an aid in identification of information needs where the decision types were: planning, structuring, implementing and recycling. In Wyoming each of these categories existed on two levels: local and state.

The SDE's responsibility was to provide assistance and guidance to the local school system. It was the responsibility of the local school board to set contextual priorities; therefore, the portion of the MIS that deals with planning decisions had to collect information described by local boards of education as well as SDE. Also, local administrators had to be included because they are the means through which the local board of education may be addressed. The state consultant and state superintendent had to have planning information in order to provide information to the state legislators and to facilitate the educational process.

In summary, the planning decisions were influenced by almost all populations -- parents, students, local administrators, board members and state legislators.

Needs assessment was the technique used to establish a planning data base. The data collection for the project was at the "grass roots" level, from parents, students, teachers and local administrators. The questions asked were generated in the following manner:

1) Local administrators were asked to indicate the type of information they needed in order to plan for career education.

2) State Department of Education staff identified questions that were important to state planning.

f. Needs assessment was an on-going function of the MIS, in as much as planning is an on-going function in education.

The process used for needs assessment included a statewide survey of school administrators, students, teachers, parents and school board members.

Implementing and structuring decisions were completed basically at two levels: local and state. Structuring, primarily an administrative function, took place through the use of a management-by-objective (MBO) process wherein the state consultant defined his role and the local administrators defined their roles.

These MBO's, which were continually monitored and revised, documented the intended structure. The review of the MBO's constituted the process evaluation and addressed the question: "To what extent does the observed process match the intended structure?" The consequence of this review provided information which, primarily, affected implementation decisions.

The recycling decision was affected by a systematic process of data collection and dissemination. All local programs involved with the statewide effort provided data for the MIS that described the types of experiences the students received and the extent of achievement of the career education objectives.

The student outcome was assessed using a pre-test/post-test experimental design that included the Northwest Regional Education Laboratory (NWREL) Testing Program.

The model Wyoming will follow in the development of a management information system will be like the one developed by the Center of Vocational Education. The forms and detailed processes will be developed within the 120-day planning time with a review after the first year's efforts.

The SDE subcontracted the development of the MIS to the Center for Education and Management, Dr. Kendrick Spooner, President.

Accomplishments

A fully designed and tested EBCE information system. See Appendix B.

3.0 Planning Arena Component

The planning arena for educational change and the future was that area of broad and long-range goals of education highlighted by deliberate planning. The purpose and goals of education for the state as they related to EBCE and the state goals were brought into focus and put into a conceptual framework. It was the process to see what part EBCE would play in bringing about human (self) development to its fullest potential. As such, it was viewed as a philosophy statement for the state.

Accomplishment

Position paper on EBCE, CRT, and Coop.

4.0 Mission Statements and Priorities Component (State Plan Development)

Once EBCE boundaries were identified and goals set, the SDE moved to defining the desired outcomes in the form of mission statements and then ranked these statements so that a detailed plan of action could be designed. The detailed plan consisted of three components: 4.1 - Policy Planning; 4.2 - Work Planning; 4.3 - Network Planning.

Policy planning was concerned with the identification, description, and structuring of goals and objectives. The question was what should be done, not how to do it. The what was oriented to the ultimate solution of identified problems. Policy planning was the process of providing the rationale for decisions which required the allocation of resources between competing objectives. It described the focus in general terms but provided detail.

While policy planning was concerned with what to do, work planning was the process of determining how to accomplish a selected objective efficiently and effectively. It was concerned with the immediate task of planning, organizing, scheduling and controlling resources. The planning was done in connection with the preparation of the annual budget. The work plan showed: 1) the objective to be accomplished, 2) a description of the resources to be required, 3) a set of alternative methods to be used and 4) an evaluation design.

Network planning was the overall term used to describe the planning procedure of Program Evaluation and Review Techniques (PERT). This procedure assisted and improved administrative decision-making when a large scale project was being planned and controlled and was used to show the relationship among the activities to be performed.

Accomplishments

1. The State Plan for Establishing Statewide Implementation Capabilities of the National Institute of Education's (NIE's) Experience-Based Career Education Program.

2. A management plan was developed. See Appendix C.

3. A management plan status report. See Appendix C.

PHASE II

Implementation of the Plan

The main emphasis of the project during Phase II was to carry out the operational state plan developed during Phase I and the objectives outlined in the project. Besides the activities outlined in the operational plan, the project developed Wyoming-adopted EBCE models.

Along the lines of dissemination, the Wyoming NIE project developed an intrastate network of interested LEA's to promote, assist and facilitate the adoption/adaption or development of their own EBCE delivery systems, with technical assistance coming from the project.

The diffusion/dissemination plan was designed to deliver services to LEA's. Six activities made up this delivery system.

A. Awareness Activities

The awareness program delivered a multi-level and multi-media approach to informing the client of EBCE capabilities and the potential of its adaptability, along with the services available to assist potential adopters: .

- .State brochure
- .Slide tape
- .Individual model pamphlets
- .Regional workshop
- .20-minute broker presentation
- .60-minute broker presentation
- .20-minute individual model presentation
- .EBCE newsletter
- .TV and radio spots
- .SDE newsletter and individual SDE department newsletter
- .Wyoming Education Association newsletter
- .State facilities project newsletter
- .State conferences
- .Newspaper articles
- .Journal articles
- .Regional/national conferences

The format of an awareness session workshop was composed of the following:

General Presentation

Overview of EBCE - A Curricular Option to Secondary Education

EBCE - Its Development, 1970-77
Its Development in the State

Common Characteristics:
EBCE combines old and new methods that work.
What kind of student is EBCE for?
What kind of school system is EBCE for?

Curriculum/Instruction/Guidance:
EBCE expectations for student learning.
What students learn.
Student walk-through (how students learn).

Community Involvement:
What is the community role in learning?
"A collaboration process."

Evaluation Results:
3-R's
Attitude
Career Development
Other
EBCE Looks to the Future

The interested LEA's had the opportunity to investigate each mod[illegible] through an in-depth look at each. This activity was a follow-up work session on discussion of "Where do we go from here?"

B. Orientation Activities

This activity involved explaining EBCE to interested parties, recommending EBCE as a viable means to deliver career education, occupation exploration and general education and to provide options and encouragement to those looking for improvement in their ongoing programs. The success of state brokering rested with the commitment of the state brokers to experiential learning and its future.

Products/Materials Used:

.Individual model information packets for:
Community
Teachers
Administrators
Parents

.A 20-minute presentation of individual EBCE models
.A 60-minute presentation of individual EBCE models
.A half- to full-day presentation of individual EBCE models

NOTE: After an LEA expressed an interest, the project staff developed a profile study of the LEA to determine the innovative environment. See Diagnosis Activities.

C. Diagnosis Activities

When LEA's tentatively decided that EBCE had potential for meeting

educational needs in their community, the following services were afforded them:

Program Analysis:

A one- to two-day session that explained key features and processes of the program in sufficient depth to facilitate an informed decision about adopting all or parts of EBCE in a local school setting.

Content: Focused on program procedures and delivery strategies and on specific resources needed and available to initiate and operate the program.

Target Groups: School board members, administrators, and teachers involved with curriculum planning.

Community/School Profile:

This activity dealt with an analysis of the LEA's needs assessment, educational history, political makeup, past record on innovation and a modified site selection analysis to determine the site potential.

If the LEA met all expectations and expressed a sincere interest, the SDE offered a planning grant to the LEA for further work toward adoption/adaption. The planning grant was a money incentive for helping LEA's explore EBCE firsthand.

D. Local Planning Activities

Following the program analysis-community profile activities, the LEA's made a tentative commitment to implement experiential learning and traveled through a series of planned activities described below:

1.0 On-Site Visit:

The purpose of this function was to provide a visit for key personnel to a selected demonstration EBCE site. The site visit provided an opportunity to view the program firsthand, talk with students, staff, and community participants. The site visit also enabled key personnel to begin to visualize potential adoption/adaption of the program in their districts.

a. Description of Demonstration Site Activities:

Walk Throughs -- This demonstration activity was designed to accommodate those people who want to see how EBCE works firsthand. It was used both as a small part of a larger training activity for communities who were already committed to implementing an EBCE program and as an informational technique for communities who were considering whether or not EBCE is for them. A staff member typically oriented the visitors and then sent them to the learning center. The staff pointed out important features of the center's activities and visitors were allowed to talk briefly with students in the lounge area. This activity was seen to be the most important contribution to the implementation effort.

b. This activity allowed an individual trainee to "shadow" an ERS for one-half day of their regular work rather than involving almost the entire staff in accompanying four or five people to a series of pre-arranged meetings with community instructors.

2.0 Local Planning Council:

The purpose of this function was to establish a systematic effort in the preparation of the implementation proposal for the school board and the project direction, specifying: 1) what is to be implemented, 2) with what projected results, 3) under what conditions, and 4) at what projected cost. Representative membership included the following groups:

- .students
- .parents (all levels -- elementary, middle, high)
- .school administration (central and building)
- .accountability committee member
- .occupational education advisory committee member
- .business community
- .industrial
- .labor organizations
- .school faculty (all levels)

The council was to spearhead an indepth study to determine the feasibility of adopting the EBCE model, develop written statements, plans and recommendations. In arriving at its decision the individual school district's councils determined whether the district could:

2.1 Assure the SDE of its capability and willingness to:

2.1.1 award academic credit for EBCE students and satisfy graduation requirements;

2.1.2 base the EBCE on experiential learning;

2.1.3 ensure that each student will have an individualized learning plan;

2.1.4 ensure that the curricular design can integrate the basic elements of the EBCE.

2.2 Show evidence of its capability to organize and manage an EBCE program by:

2.2.1 establishing a learning center as defined by EBCE and maintain a full-time program manager;

2.2.2 facilitating student transportation to and from community school learning sites.

2.3 Establish the conditions of student participation by:

2.3.1. selecting students from a representative cross-section (such as college-bound, job-bound, drop-out-bound);

2.3.2 providing assurances that students under 18 will obtain written parental permission and students over 18 will give their written consent.

2.4 Assure the SDE of its access to employer/community resources at learning sites by:

2.4.1 surveying the community as to its acceptance/support of the EBCE effort, and

2.4.2 developing an inservice delivery system to orient and train employer and community resource people.

2.5 Show a firm commitment to the elimination of sex-bias/sex-role stereotyping by:

2.5.1 A systematic plan of selecting, developing or altering curriculum, instructional and evaluation resource material;

2.5.2 placing students in both exploration and training opportunities open to both sexes; and

2.5.3 identifying non-traditional work roles (employers and/or community resources) who will provide learning sites.

2.6 Make provisions for a third-party objective evaluation by:

2.6.1 developing an evaluation document which abides by the Grants Terms and Conditions, Appendix A, General Provisions for Programs, Administrative and Fiscal Requirements, USOE Federal Regulations, Volume 38, No. 213, and adheres to all aspects of the document, Draft Guidelines for the Evaluation of Career Education Programs, as a general guideline, and addresses the criteria outlined in the November 18, 1978, Federal Register.

2.7 Develop or adopt/adapt a sex-fair guidance, counseling, placement and follow-up service by:

2.7.1 the development of process objectives and measurable student outcome objectives for a strong guidance and counseling service which is sex-fair and culturally unbiased with respect to career decision-making; and

2.7.2 the development and adoption of a placement and follow-up system accounting for every student leaving the school system by graduation or by dropping out.

2.8 Provide the following safeguards with respect to the work-related activities of students by:

2.8.1 showing evidence that the school has the necessary coverage (insurance, operating within the perimeters of the Fair Labor Standards Act, etc.); or

2.8.2 entering a contract that assures the SDE that each criterion area is adhered to and a plan has been developed to carry out the contract.

3.0 Administrative/School Board Orientation:

The purpose of this function was to provide the school board and key personnel from all levels of the school system with a basic understanding of the EBCE model and the implications to meeting the assessed needs through the implementation of EBCE. Consideration of the following concerns were recommended:

- Understanding that career education is basically a conceptual approach to education but that certain components of the total conceptual framework are treated as a program.

- The implications for potential change in school philosophy, functional roles and practices as a result of implementing the concept.

4.0 Parent and Community Orientation:

The purpose of this function was the utilization of mass media resources and varying types of (open community) group meetings to provide parents of the community at large with adequate information to achieve understanding of the intent of EBCE. They were also made aware of the EBCE implications for change in parental and community roles in the education system; that community input was necessary at all levels of the change process; planning, implementation, evaluation, etc.; and the necessity of actual involvement by community resources in the student's learning experiences.

5.0 Work Plan Workshop:

A two- or three-day workshop was conducted to help program planners understand the tasks necessary to prepare the LEA's, community and students for this joint venture in education and to assist planners in developing management plans, task assignments and budgets necessary to implement the EBCE program.

Content: Introduce EBCE handbooks, outline planning steps that must be taken, delineate decisions that must be made and provide consultation with local planners.

6.0 Consensus and Commitment of Proposal:

This function was the culminating activity in the form of an implementation proposal, recommended by the coordinating council to the board of education, for commitment to the EBCE model. The proposal was forwarded to the SDE for consideration by the selection committee for funding.

This plan of action addressed the site selection criteria 2.0 and:

1. the mission (purpose of the program in terms of management goals and process objectives);

2. specified learner outcomes in terms of local needs;

3. the processes and procedures to be used to accomplish the learner outcomes (strategies, activities, and resources);

4. the staffing and management of the program, including accountability procedures, cost estimates, and budget narrative;

5. the operation of each program component to be implemented and its contribution to the mission statement;

6. the content of each component to be implemented; and

7. plans for the evaluation of the program including instruments and learner outcomes.

The management/implementation plan needed to take into account resources, constraints, and the total implications of the environment. The plan needed to specify the nature and extent of participation, staffing patterns, facility utilization and timelines.

Before the next stage could happen, the SDE selected EBCE implementation sites for funding where possible. This function was handled by a combination of state advisory and steering committee members.

E. Installation/Monitoring Activities

The major concerns of this activity were staff training, community involvement, program development and program monitoring. The first year installation activities or operational activities were viewed as a shakedown cruise for the program. Management emphasis was placed on identifying problem areas and on taking corrective action. In short, a monitoring system, whether reported from staff, student, parents and/or personal observation of activities, was essential to determine if the program was going as planned and if corrective action was necessary.

An LEA could not effectively proceed with the installation and monitoring of the management/implementation process until a number of points were covered. This plan of action addressed:

1. Staff training activities, consisting of training schedules, consultant contracts, development or purchase of training materials and their distribution.

2. Finalization of logistical arrangements for program operations.

3. Management/implementation plan assessment to determine further action or decisions needed.

4. Taking special care on lead time for ordering all necessary equipment, supplies, materials and finalizing necessary space.

5. Review of budget allocations.

6. Faculty orientation arranged for program understanding.

7. Departmental orientation arranged in order to zero in on program implications.

8. Finalization of plans for information dissemination activities.

9. Finalization of plans for monitoring activities.

10. Finalization of plans for program evaluation.

After these activites have been accomplished, the program first-cycle of operation can formally begin. From the previously described components and activities one conclusion can be drawn. Educational change is a front and loaded process involving time and skills.

Operational Staff Training:

A four- to five-day workshop was conducted to prepare local EBCE staff for the task of working with students and community members on a daily basis to oprate an EBCE program.

Content:	Project staff presentations, role play, process skills practice and specific preparation of individuals for each staff role in EBCE.
Audience:	Those individuals who would work directly with students and the community in the operation of a total EBCE program.

F. Refinement/Modification Activities

The final phase of the diffusion process involved the refinement and/or modification of all necessary changes needed to ensure the successful installation of the selected solution. Decisions about what changes should be made were based on evaluation data collected and analyzed and on the experiences and observation of the staff involved with the implementation. This stage also involved more detailed development of support materials necessary to ensure that the process would be entirely self-sufficient when the formal diffusion plan was completed.

.State debriefing conference
.Analysis of past year monitoring and evaluation results
.Program refinement/modification workshop
.Development of next year's management plan

G. Disengagement Activities

This stage was simply an activity of the SDE to turn over the entire program operations to the LEA. During the total involvement of the SDE and project staff to orient and implement the EBCE

concept into an LEA, funding for some aspects of the program came from various sources. The developed processes and products become the property of either of the parties and adopted/adapted elsewhere in EBCE implementation.

.Local capability training in:
planning
implementation
evaluation

.Future funding plans

Accomplishments

.Converse County #1 (Glenrock Senior High School - NWREL)

.Albany County #1 (Laramie Senior High School - NWREL)

.Fremont County #1 (Lander Junior and Senior High School - RBS, NWREL)

.Laramie County #1 (Junior and Senior High School - RBS - NWREL)

.Johnson County #1 (Buffalo Handicapped Program - NWREL)

.Laramie County #2 (Pine Bluffs - Adaption of EBCE Model
Burns High School - NWREL)

.Sweetwater County #1 (Rock Springs - Adaption of EBCE Model
Guidance and Counseling)

.Platte County #1 (Wheatland Senior High School - FWL)

Figure 1

Activity / LEAs	Albany #1 Laramie	Big Horn #2 Lovell	Big Horn #3 Greybull	Big Horn #4 Basin	Big Horn #1 Byron	Carbon #1 Rawlins	Carbon #2 Saratoga	Campbell #1 Gillette	Converse #1 Douglas	Converse #2 Glenrock	Crook #1 Sundance	Fremont-Lander ~~Valley~~ HS Lander	Fremont #2 Dubois	Fremont #9 Jeffrey City	Fremont 24 Shoshoni	Fremont 25 Riverton	Goshen #1 Torrington	Hot Springs #1 Thermopolis	Johnson #1 Buffalo	Laramie #1 Cheyenne	Laramie #2 Pine Bluffs	Lincoln #1 Kemmerer	Lincoln #2 Afton	Natrona #1 Casper	Niobrara #1 Lusk	Park #1 Powell
Awareness	x	x			x	x	x	x	x	x	x	x				x	x	x	x	x	x			x	x	x
Orientation	x	x			x	x	x	x	x	x	x	x				x	x		x	x	x			x	x	x
Diagnosis																										
A. Program Analysis	x								x	x	x	x				x			x	x	x			x		x
B. Community/School Profile	x								x	x	x	x				x			x	x	x			x		x
Planning																										
A. On-Site	x									x	x	x				x			x	x	x			x		x
B. Planning Council	x									x	x	x				x			x	x	x			x		x
C. Administration/ Board	x									x	x	x				x			x	x	x			x		x
D. Community/Parents	x									x	x	x				x			x	x	x			x		x
E. State Workshop	x									x	x	x				x			x	x	x			x		x
F. Proposal Writing	x									x	x	x				x			x	x	x			x		x
Installation/ Monitoring	x									x		x							x	x	x					
Operational Staff Training	x									x		x							x	x	x					
Refinement/Modification	x									x		x							x	x						
Disengagement	x									x		x							x	x						

Figure 1 cont.

Activity	LEAs cont.	Park #6 Cody	Park #16 Meeteetse	Platte #1 Wheatland	Platte #2 Guernsey	Sheridan #1 Ranchester	Sheridan #2 Sheridan	Sheridan #3 Clearmont	Sublette #1 Pinedale	Sublette #9 Big Piney	Sweetwater #1 Rock Springs	Sweetwater #2 Green River	Teton #1 Jackson	Uinta #1 Evanston	Uinta #4 Mt. View	Uinta #6 Lyman	Washakie #1 Worland	Washakie #2 Ten Sleep	Weston #1 Newcastle	Weston #7 Upton	Casper College Casper	Central Wyoming Riverton	Eastern Wyoming Torrington	Laramie CCC Cheyenne	Northwest CC Powell	Sheridan College Sheridan	Western WY College Rock Springs
Awareness		x		x	x	x	x		x	x	x	x	x	x			x		x		x	x	x	x	x	x	x
Orientation		x		x			x		x		x	x	x				x				x	x	x	x	x	x	x
Diagnosis																											
A. Program Analysis		x		x			x		x		x	x	x				x										
B. Community/School Profile		x		x			x		x		x	x	x				x										
Planning																											
A. On-Site		x							x		x		x														
B. Planning Council		x							x		x		x														
C. Administration/ Board		x							x		x		x														
D. Community/Parents		x							x		x		x														
E. State Workshop		x							x		x		x														
F. Proposal Writing		x							x		x		x														
Installation/Monitoring											x																
Operational Staff Training											x																
Refinement/Modification											x																
Disengagement																											

APPENDIX A

A STATE PLAN
FOR ESTABLISHING STATEWIDE IMPLEMENTATION
CAPABILITIES OF THE NATIONAL INSTITUTE OF EDUCATION'S
(NIE'S) EXPERIENCE-BASED CAREER EDUCATION
PROGRAM

Submitted to the National Institute of Education
Contracts and Grants Management Division

TITLE OF PLAN

Effecting Educational Change Through a Statewide
Dissemination/Diffusion Design and Operational Plan

March 31, 1977

Wyoming Department of Education
Robert G. Schrader, State Superintendent of Public Instruction
Cheyenne, Wyoming
82002

PROJECT WORK PLAN

Objectives, Activities and Milestones for Immediate Goals and Long-Range Plans

The main emphasis of the plan during Phase II (April 1, 1977 - September 30, 1977) will be on carrying out the operational development and testing of the state delivery system of EBCE models and processes to LEA's. The long-range plans (October 1, 1977 - March 31, 1979) calls for the implementation of the refined delivery system. Besides the activities outlined in this plan, the project will develop plans for the interfacing of the four EBCE models and processes.

This plan is built on the Wyoming State Department of Education's conviction about what the future of EBCE can be and what the Office of Career Education (OCE) can do over the next 12 months to help realize that future.

What is the Future of EBCE in Wyoming?

OCE believes that EBCE will become a two-fold option for the secondary education throughout Wyoming and the United States -- an alternative curricula and learning option and a mechanism for improving educational courses through experiential learning. This scenario is possible because the state will have within its boundaries the necessary capabilities to provide LEA's with the means, resources and processes they need to plan, implement and maintain EBCE. This capability will consist of five elements: technical assistance, delivery system, management/advisory system, networking and R&D activities.

Services from each of these support elements will be delivered by a pool of individuals from a variety of institutions in the state. The delivery system will shape the basic elements into a statewide network so that each service is readily available within the budget and time constraints of state agencies and local demonstration school centers.

What are OCE's Assumptions?

EBCE is a successful innovation which has proven its broad appeal in Wyoming secondary education. To date, over 20 LEA's have inquired about EBCE in Wyoming. This is beginning evidence that EBCE appeal is sufficient to sustain long-term state and local efforts to install EBCE models and processes provided certain basic capabilities exist. The key assumption for the work proposed here is that those basic capabilities are developed and institutionalized into a state network. The major task for the next 12 months is to refine, polish and acquire the basic capabilities to plan, implement and maintain EBCE.

Other assumptions that guide this plan are:

1. As demand for EBCE and experiential learning increases, a focus or direction is needed to create the best payoff rather than relying on many separate unrelated activities.

2. The required capabilities to help EBCE become self-sustaining are sufficiently solid to permit the WSDE to deliver sound services.

3. Just as it was important to document and learn about the development of EBCE models, it is now equally important to document and learn about the proposed strategies for institutionalizing EBCE.

4. Adopters/adapters in LEA's need and want the opportunity to choose from among the various models and partial adaptations of EBCE.

5. Over the next 12 months, the identified project staff will acquire the capability to deliver training and technical assistance in all four versions of the NIE/EBCE model.

6. During the time period in this plan it will be important for the project to increase the number of different model versions of EBCE.

What are the Essential Elements of the State Plan?

The plan proposes to calitalize on EBCE successes of the past and to move toward institutionalization of EBCE much more rapidly than would have seemed possible four months ago. The use of opportunities like Part D, Commissioner Funds combined with limited additional projected State Vocational Education resources will make this an attainable goal. There are three essential elements in this state plan: 1) the combination and coordination of efforts from various work categories in this plan (Demonstration Centers - Part D, Brokerage, Evaluation) so that all WSDE work undertaken with major constituencies contributes directly to the achievement of goals; 2) commitment to providing users with options, both in terms of the four laboratory models and of various adaptions of EBCE; 3) expanding the joint effort among the demonstration centers to begin to transfer those capabilities required to allow other LEA's to choose freely among the various versions of EBCE to state institutions.

What Outcomes does WSDE Expect from this Plan?

WSDE believes that pursuit of the plan outlined here will maintain the momentum of EBCE and establish a strong base for FY 79 work. Specifically, by the end of FY 78 WSDE expects to have created or helped to create:

1. The basic capability in three state agencies and seven demonstration centers to install and maintain EBCE programs on a continuing basis after NIE funding and laboratory support are withdrawn.

2. The existence in WSDE of the capability to install, and to help others learn to install, the four laboratory versions of EBCE.

3. The existence of seven geographically disbursed demonstration sites capable of assisting and furthering the development of experiential learning.

4. A description of how basic elements (brokerage, training, demonstration and evaluation) of an EBCE state network can be linked together into a cohesive, coherent system.

What will be the Status of EBCE in Wyoming by September, 1979?

1. Operationally, Wyoming will have the following EBCE models as demonstration sites:

   NWREL Model (4) -- Grades 11-12
   - Cheyenne - High School 3
   - Glenrock Junior-Senior High School
   - Lander Valley High School
   - Laramie High School

   FWL Model - Grades 11-12
   - Casper - Kelly Walsh High School

   RBS Model - Grades 8-9
   - Cheyenne - McCormick Junior High School

2. Fully designed adoption/adaption delivery system for experiential learning.

3. Technical assistance capability in presentation (four models), planning, staff training, implementation and evaluation.

4. Functioning MIS/Advisory System (including business, industry, labor). The Management Information System will be operational and pilot tested during the 1977-78 school year.

TECHNICAL ASSISTANCE CAPABILITY COMPONENT

Brokerage Function

1. Selected staff of the WSDE and UW will be trained by laboratory staff in the rudiments of the four NIE/EBCE models and perform the brokerage function as presenters of the EBCE concept to SEA's, LEA's and other service agencies requesting such information. They will also function in the capacity of trainers for LEA's wishing to implement EBCE concepts in the education setting.

   Dissemination of information will be in the formation of: a) an overview of the total EBCE concept of experiential learning, and b) the four specific models as developed by the educational laboratories. Presentation on the above concepts will be in the form of slide-tape programs developed by laboratory personnel, audio-visual materials depicting each model as developed, and handouts that accurately reflect the component parts of each operational model.

2. LEA personnel trained and performing the functions of identified operation personnel in the local community will acquire the capability of presenting the selected EBCE model to other LEA's in the geographical region/state as requested in conjunction with brokers.

3. Coordinated activity of providing LEA's with the information necessary in implementing the EBCE concept will be the joint effort of those trained in the four models of EBCE (WSDE and University staff) and locally certified operating personnel who have conducted a program at an LEA for at least one year. This combined effort will result in the best available insights in assessing the needs, interests and strategies necessary to implement an EBCE program in a local setting.

Milestone: May 1, 1978 - Dissemination capability of four models.

Events:

1. WSDE and UW staff trained in brokerage function of four EBCE models - September 1, 1977.

2. LEA operating personnel capable of presenting selected EBCE models to other interested LEA's - May 1, 1978.

Training and Implementation

1. University coursework (classes and workshops) will be offered for college credit that will train teachers and prospective teachers (preservice and inservice) to use EBCE learning strategies -- experiential learning, individualized instruction, career education, etc.

2. Demonstration centers (seven) within the state will act as resources enabling intended LEA's to get first-hand information regarding the operating procedures in adopting/adapting components of the various models of EBCE.

3. Locally certified personnel will act as resource personnel in helping WSDE and University staff in disseminating/diffusing concepts of EBCE to other interested LEA's. Selected certified personnel may be designated as trainers with the EBCE model for which they were trained and are implementing.

Milestone: June 1, 1978 - Training capability operational.

Events:

1. Demonstration centers of four EBCE models available to interested LEA's - May 1, 1978.

2. LEA operating personnel available as trainers in one or more of EBCE models - May 1, 1978.

3. Preservice and inservice coursework at University level for credit established - June 1, 1978.

Evaluation

Workshops will be organized to assist project staff in monitoring all aspects of the delivery system of EBCE. Particular attention will be directed to the MBO's governing each EBCE site in evaluating the intended structure and operational model so designed.

Evaluation instruments will be developed to measure the component parts to include staff development, implementation, operation and management functions.

The use of evaluation instruments designed for specific EBCE laboratory models will be considered for use by both project staff and third-party evaluators.

Milestone: April 1, 1978 - Evaluation procedures established.

Event:

1. Project staff have acquired capability of context and process evaluation - April 1, 1978.

DELIVERY SYSTEM COMPONENT

The Delivery System Component is designed to provide a mechanism for creating an awareness of EBCE to potential LEA adopter/adapters and providing the necessary services and technical assistance whereby those LEA's who desire to make changes may be helped, aided and supported in their efforts.

The component can be understood through an examination of the total process. The flow chart in Figure 2 depicts the process established as the state delivery system for pilot testing from April 1, 1977 through September 1, 1977, and for full statewide adoption/adaption beginning September 1, 1977.

Pilot Testing (December 1, 1975 - June 1, 1978)

Wyoming has planned, implemented and trained in the NWREL model through Part D with four demonstration centers in operation. The installation of three more demonstration centers (1 AEL, 1 FWL-Wheatland and 1 RBS-Cheyenne Junior High) during the remaining months will enable Wyoming the delivery of EBCE to its fullest potential. Each new site will follow basically the same adoption design below but having the labs as planners, trainers and implementers with the project staff as co-trainers. Once operationalized and materials developed, begining September, 1978, the WSDE will have a fully operational EBCE diffusion network in place and operational.

Dissemination

The project (WSDE) believes it is important for the total impact of EBCE to produce two distinct types of information packages: 1) those materials necessary for the adaption of a full-blown EBCE model, and 2) those materials which can be adapted/used with a wide range of existing and/or new programs.

The core materials developed by each lab are, by their very nature, extensive and highly specific in their use. They are critical to the continuing expansion of the EBCE concept, but what is not available is information packages directed at specific target groups in Wyoming.

The materials to be developed by this project are:

Overview of Experience-Based Learning
(Brochure and Slide Tape)

Wyoming Adoption/Adaption of EBCE Models
(7 Brochures and 4 Slide Tapes)
4 models

Information package directed at:

Teachers
Administrators

Community:
Parents
Business/Industry/Labor
Students

Evaluation Summary of EBE

Services Available Brochure

Experience-Based Learning Newsletter
(beginning May 1, 1977 and continuing on monthly basis)

Milestone: October 1, 1977 - Dissemination of materials.

Events:

1.	Newsletter	May 1, 1977
2.	Information Packages Teachers Administrators Community Students	October 1, 1977
3.	Services Available	September 1, 1977
4.	Overview of EBE	September 1, 1977
5.	Evaluation Summary Report	October 1, 1977
6.	Wyoming Adoption/Adaption Models Brochure - 7 sites Slide-Tape - 4 sites	 October 1, 1977 December 1, 1977

Projected activities:

Brochure
TV spot announcements, interview
Educational journals
University classes and workshops
State conference on Career Education
State conference on other disciplines
Wyoming Educator
PROJECT WINS Newsletter
State newspapers
Regional/National Conferences

Orientation

This activity involves explaining EBCE to interested parties, recommending EBCE as a viable means to deliver both career education, occupation exploration, general education and provide options and encouragement to those looking for improvement in their ongoing program. The

success of state brokering rests with the commitment of the state brokers to experiential learning and its future.

The format of an orientation session workshop might look like the following:

General Presentation

Overview of EBCE - A Curricular Option to Secondary Education

EBCE - Its Development 1970-77
- Its development in Wyoming

Common Characteristics
EBCE Combines Old and New Methods that Work.
What kind of Student is EBCE For?
What kind of a School System is EBCE For?

Curriculum/Instruction/Guidance
EBCE Expectations for Student Learning
What Students Learn
Student Walk-Through (How students learn)

Community Involvement
What is the Community Role in Learning?
"A Collaboration Process"

Evaluation Results
3-R's
Attitude
Career Development
Other

EBCE looks to the Future

The LEA's interested would have the opportunity to investigate each model through an in-depth look at each model. This activity would be a followup work session on discussion of "Where do we go from Here?"

Milestone: October 1, 1977 - Inservice workshops

Events:

1. Format development June 1, 1977

2. Inservice materials developed September 15, 1977

NOTE: Once an LEA has expressed an interest, the project staff will begin profile study of the LEA in order to determine the innovative environment. See Diagnosis Stage.

Diagnosis

When LEA's have tentatively decided that EBCE does have potential for

meeting educational needs in their community, the following services will be afforded them:

Program Analysis

A one-to-two-day session that explains key features and processes of the program in sufficient depth to facilitate an informed decision about adopting all or parts of EBCE in a local school setting.

Content: Focuses on program procedures and delivery strategies and on specific resources needed and available to initiate and operate the program.

Target Groups: School board members, administrators and teachers involved with curriculum planning.

Community/School Profile

This activity deals with an analysis of the LEA's needs assessment, educational history, political makeup, past record on innovation, and a modified site selection analysis in order to determine the site potential.

If the LEA has met all expectations and has expressed a sincere interest, the WSDE will offer a planning grant to the LEA for further work toward adoption/adaption. The planning grant is a money incentive for helping LEA's explore first-hand EBCE.

Milestone: October 1, 1977 - Diagnosis materials

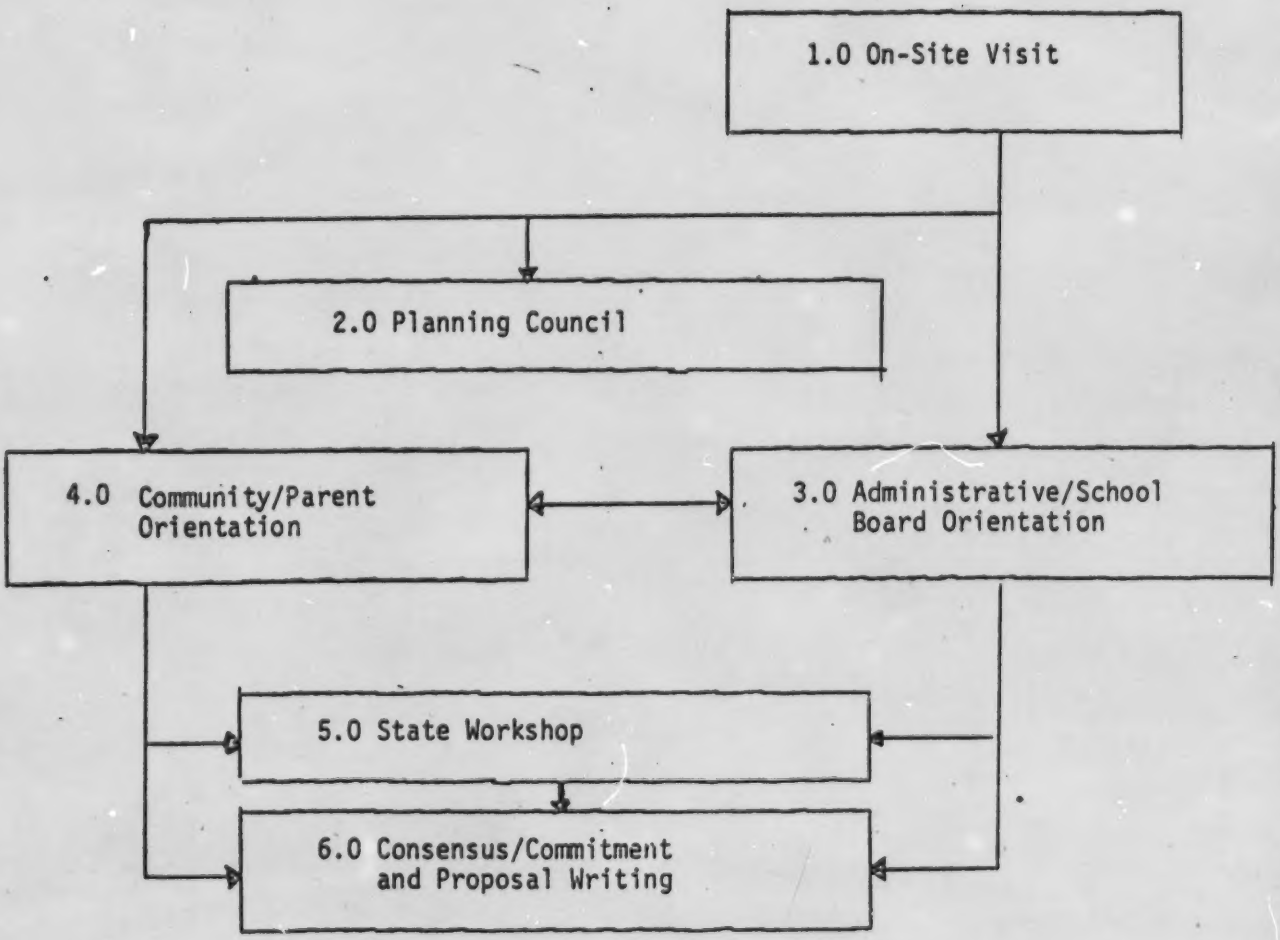
Events:

1.	Program analysis work session (Materials adopted/adapted)	September 1, 1977
2.	Diagnostic Tools Developed (Relates to MIS function)	September 1, 1977

Planning

Following the program analysis-community profile activities, the LEA's would have made a tentative commitment to implement experiential learning and will travel through a series of planning activities described below:

CHART GOES HERE



1.0 On-Site Visit

The purpose of this function is to provide key personnel a visit to a selected demonstration EBCE site to observe the program in operation. The site visit will provide an opportunity to view the program first-hand, talk with students, staff and community participants. The site visit will enable key personnel to begin to visualize potential adoption/adaption of the program in their districts.

Description of Demonstration Site Activities

Walk-Throughs -- This demonstration activity is designed to accommodate those people who want to see how EBCE works first-hand. It is used both as a small part of a larger training activity for communities who are already committed to implementing an EBCE program and as an informational technique for communities who are considering whether or not EBCE is for them. A staff member typically orients the visitors and then sends them to the learning center. The staff point out important features of the center's activities and visitors are allowed to talk briefly with students in the lounge area. This activity is seen to be the more important contribution to the implementation effort.

Visits to Community Sites

This activity is to allow an individual trainee to "shadow" an ERS for one-half day of their regular work rather than involving almost the entire staff in accompanying four or five people to a series of prearranged meetings with community instructors.

2.0 Local Planning Council

The purpose of this function is to establish a systematic effort in the preparation of the implementation proposal for the school board and the project direction, specifying: 1) what is to be implementated, 2) with what projected results, 3) under what conditions and, 4) at what projected cost. Representative memberships should include, but not be limited to the following groups:

1. students,
2. parents (all levels, elementary, middle, high),
3. school administration (central and building),
4. accountability committee member,
5. occupational education advisory committee member,
6. business community,
7. industrial,
8. labor organizations,
9. school faculty (all levels).

The council is to spearhead an indepth study to determine the

feasibility of adopting the EBCE model, develop written statements, plans and recommendations. In arriving at its decision the individual school district's councils will determine whether the district can:

2.1 Assure the SDE of its capability and willingness to:

2.11 award academic credit for EBCE students and satisfy graduation requirements;

2.12 base the EBCE on experiential learning;

2.13 insure that each student will have an individualized learning plan;

2.14 insure that the curricula design can integrate the basic elements of the EBCE.

2.2 Show evidence of its capability to organize and manage an EBCE program by:

2.21 establishing a learning center as defined by EBCE model and maintain a full-time program manager;

2.22 facilitating student transportation to and from community school learning sites.

2.3 Establish the conditions of student participation by:

2.31 selecting students from a representative cross-section (such as, college-bound, job-bound, dropout bound);

2.32 providing assurances that students under 18 will give their written consent.

2.4 Assure the SDE of its access to employer/community resources at learning sites by:

2.41 surveying the community as to its acceptance/support of the EBCE effort; and

2.42 developing an inservice delivery system to orient and train employer and community resource people.

2.5 Show a firm commitment to the elimination of sex-bias/and sex-role stereotyping by:

2.51 a systematic plan of selecting, developing and/or altering of curriculum, instructional and evaluation of resource materials;

2.52 placing students in both exploration and training opportunities open to both sexes; and

2.53 identifying non-traditional work roles (employers and/or community resources) who will provide learning sites.

2.6 Make provisions for a third-party objective evaluation by:

2.61 developing an evaluation document which abides by the Grant Terms and Conditions, Appendix A, General Provisions for Programs, Administrative and Fiscal Requirements, USOE, Federal Regulations, Volume 38, No. 213, adheres to all aspects of the document, Draft Guidelines for the Evaluation of Career Education Programs, as a general guideline and addresses the criteria outlined in the November 18, 1975, Federal Register.

2.7 Develop or adopt/adapt a sex-fair guidance, counseling, placement and followup service by:

2.71 the development of process objective and measurable student outcome objectives for a strong guidance and counseling service which is sex-fair and cultural unbias with respect to career decision-making; and

2.72 the development and adoption of a placement and followup system accounting for every student leaving the school system by graduation or by dropping out.

2.8 Provide the following safeguards with respect to the work-related activities of students by:

2.81 showing evidence that the school has the necessary coverage (insurance, operating within the perimeters of the Fair Labor Standards Act, etc.) or,

2.82 entering a contract that assures the SDE that each criterion area is adhered to and a plan has been developed to carry out the contract.

3.0 Administrative/School Board Orientation

The purpose of this function is to provide key personnel from all levels of the school system and the school board a basic understanding of the EBCE model and the implications for meeting the assessed needs through the implementation of EBCE. Consideration of the following concerns are recommended: 1) understanding that career education is basically a conceptual approach to education but certain components of the total conceptual framework that are treated as a program, 2) the implications for a potential change in school philosophy, funtional roles and practices as a result of implementing the concept.

4.0 Parent and Community Orientation

The purpose of this function is the utilization of mass media resources and varying types of (open community) group meetings

to provide parents and the community at large with adequate information to achieve understanding of the intent of EBCE. They should also be made aware of the EBCE implications for change in parental and community roles in the education system; community input is necessary at all levels of the change process; planning, implementation, evaluation, etc.; and the necessity of actual involvement by community resources in the student's learning experiences.

5.0 A two-to-three-day workshop to help program planners understand the tasks necessary to prepare the LEA's, community and students for this joint venture in education and to assist planners in developing management plans, task assignments and budgets necessary to implement the EBCE program.

Content: Introduce EBCE handbooks, outline planning steps that must be taken, delineate decisions that must be made and provide consultation with local planners.

6.0 Consensus and Commitment of Proposal

This function is the culminating activity in the form of an implementation proposal, recommended by the coordinating council to the board of education for commitment to the EBCE model. The proposal will then be forwarded to the WSDE for consideration by the Selection Committee for funding.

This plan of action must address the site selection criteria 2.0 and:

1. the mission (purpose of the program in terms of management goals and process objectives);

2. specified learner outcomes in terms of local needs;

3. the processes and procedures to be used to accomplish the learner outcomes (strategies, activities and resources);

4. the staffing and management of the program including accountability procedures, cost estimates and budget narrative;

5. the operation of each program component to be implemented and its contribution to the mission statement;

6. the content of each component to be implemented; and

7. plans for the evaluation of the program including instruments and learner outcomes.

The management/implementation plan needs to take into account

resources, constraints and the total implications of the environment. The plan will need to specify the nature and extent of participation, staffing patterns, facility utilization and time lines.

Before the next stage can happen, the WSDE will select EBCE implementation sites for funding where possible. This function will be handled by a combination of State Advisory and Steering Committee members.

Milestone: September 1, 1977 - Planning materials

Events:

1.	Planning handbooks	August 15, 1977
2.	Selection criteria finalized	August 15, 1977

Installation/Monitoring

The major concerns of the component are staff training, community involvement, program development and program monitoring. The first year installation activities or operational activities should be viewed as a shakedown cruise for the program. Management emphasis should be placed on identifying problem areas and on taking corrective action. In short, a monitoring system whether reported from staff, student, parents and/or personal observation of activities is essential to determine if the program is going as planned and if corrective action is necessary.

An LEA cannot effectively proceed with the installation and monitoring of the management/implementation process until a number of points are covered. This plan of action must address:

1. staff training activities consisting of training schedules, consultant contracts, development or purchase of training materials and their distribution;

2. finalization of logistical arrangements for program operations;

3. management/implementation plan assessment to determine fruther action and/or decisions needed after evaluation;

4. taking special care on lead time for ordering all necessary equipment, supplies, materials and finalizing necessary space;

5. review of budget allocations;

6. faculty orientation arranged for program understanding;

7. departmental orientation arranged in order to zero-in on program implications;

8. finalization of plans for information dissemination activities;

9. finalization of plans for monitoring activities;

10. finalization of plans for program evaluation.

Once these activities have been adhered to the program's first-cycle of operation can formally begin. From the previously described components and activities one conclusion can be drawn. Educational change is a front-end loaded process involving time and skills.

Operational Staff Training

A four-to-five-day workshop to prepare local EBCE staff for the task of working with students and community members on a daily basis to operate an EBCE program.

Content: Includes project staff presentations, role play, process skills practice and specific preparation of individuals for each staff role in EBCE.

Audience: Those individuals who will work directly with students and the community in the operation of a total EBCE program.

Milestone: December 1, 1977 - Technical assistance capability

Events:

1.	Implementation Handbook	August 30, 1977
2.	Operational staff training materials developed	September 30, 1977
3.	Implementation Handbook for Gifted/Talented	March 31, 1979
4.	Staff practices on staff training simulated	October 30, 1977
5.	Staff planning practices simulated	November 30, 1977
6.	Implementation Handbook for Handicapped	March 31, 1979

Refinement/Modification

The final phase of the diffusion process involves the refinement and/or modification of all necessary changes needed to insure the successful installation of the selected solution. Decisions about what changes must be made are based on evaluation data collected and analyzed and on the experiences and observations of the staff involved with the implementation. This stage also involves more detailed development of support materials necessary to insure that the process will be entirely self-sufficient when formal diffusion plan is complete.

Milestone: April 1, 1978 - Monitoring, evaluation data analyzed

Events:

1.	Workshop on data analysis for program refinement	February 1, 1978
2.	Evaluation Handbook	June 1, 1978

Disengagement

This state is simply an activity of the WSDE to turn over the entire program operations to the LEA. During the total involvement of the WSDE and project staff to orient and implement the EBCE concept into an LEA, funding for some aspects of the program may come from various sources. It is understood that the development of processes and products may become the property of either of the parties and adopted/adapted elsewhere in EBCE implementation.

APPENDIX B

Instrument Testing and Document Revision for the Experience Based Career Education Information System

Prepared: June 15, 1978

By: Kendrick L. Spooner

William H. Crouch

The Center for Education and Management
Greeley, Colorado

GENERAL OVERVIEW

The integrated system was developed to gather and disseminate information about experience based career education activities in Wyoming. To reach this objective five input instruments were construct i. They provided the necessary information for the various output document

The five instruments were, the Career Education Survey, the Progra Information Survey, the Student Information For, the Student Follow-up Form and the Student Status Report.

The Career Education Survey, completed by the local administrator at the beginning of each school year, provided the state career education coordinator with information on the status of implemented and planned programs.

The Program Information Survey, completed by the local administrato at the beginning of each school year, provided the state coordinator with program specific information for state planning and reporting needs.

The Student Information Form, completed by each student in an experience based career education program at the beginning of each school year, provided descriptive information about the students in compliance with federal guide lines.

The Student Follow-up Form, completed by students six months after completing the program, provided state and local administrators with data which measured the impact of the program.

The Student Status Form, completed by a local administrator at the end of each school year, indicated the status of the students at the end of the school year.

For each of these documents pilot testing was completed at Cheyenne, Glenrock, Lander and Laramie. The pilot testing included the following activities.

1. The site was visited and the local administrator, teachers, and students were provided a brief explanation of the system and the need for timely and accurate information.
2. Forms were distributed and instruction for their completion were given.
3. The forms were collected and any questions about particular items were noted. Comments were encouraged concerning any items which might appear to be unclear or ambiguous.
4. Using the information gathered, input forms were revised to eliminate confussing items.
5. Output formats were changed where necessary and the reports were generated.
6. A brief report was written to indicate what changes had been made and where possible modification could be made in the future.
7. All reports, and documents were distributed to state and local administrators for review.

The five sections which follow summarize these activities for the five input instruments. Each section has a statement of the changes or modifications made, the revised input instrument, and the reports that were generated.

CAREER EDUCATION SURVEY

The career education survey was developed to provide the state career education coordinator with information on the status of implemented and planned programs. The survey information indicates the current status of each district allowing the state coordinator to plan for anticipated assistance.

In order to determine the availability of the necessary information each district superintendent was provided a copy of the form and asked to complete all items. The analysis of these questionnaires indicates that there are several questions where modification of the item would improve the quality and clarity of the responses.

1. The county name, district name, county number, and district should be pre-printed, allowing positive identification of each district. Frequently the county or district numbers provided by the superintendent were inaccurate.

2. The name of the district administrator for career education is requested insuring more efficient communication and coordination. The address and phone number of this individual would make this information of more value.

3. It appears that there was some difficulty in completing questions which were concerned with staff development, training and inservice. In particular some measure other than the average number of hours per week should be developed to reflect the extent of participation.

4. In describing current programs a category should be constructed to reflect continuing career education programs.

5. If the name of the individual completing the survey were provided a means of communication would be created. Specific questions raised by the superintendent could be directly answered by the state coordinator.

The other areas addressed by this survey seem to be clear as evidenced by the responses that were provided.

MIS Tables are attached.

The Program Information form was presented to the lead instructors for the four experience based career education programs. The intent was to determine what information could be collected to address relevant questions concerning career education.

Specific areas of concern are as follows:

1. Instructors were not able to identify their school district as described in the school identification system.
2. Grade level was determined apriori by some instructors, while others determined the grade level by the grade level of the students enrolled.
3. Instructors view program types and levels in general terms and are not able to make the fine distinctions which are suggested.
4. Instructors checked the type of vocational preparation if they had a student who's interest were in that area.
5. Often the instructor did not have the necessary information to indicate the source or amount of funding. It was usually provided by a local administrator.
6. Enrolment figures may not be stable since the programs had just began and students were still making the decision concerning enrolment. This survey should be conducted a week later to allow the enrolment to stabalize.
7. Percent of students served is not defined in enough detail. Most interpreted this to be the number enrolled when compared to the total number in the school at the same grade level. This question could be eliminated if building enrolment by grade level is available at the state level.

8. There is some question about who a community person is and how much participation is needed to be considered actively enrolled. The same problem exists when looking at parental participation.
9. There was some confusion about the distinction between unit classroom, various classrooms and in school buildings.
10. The responses to the amount budgeted per student for materials suggests that some answers are not reliable. Perhaps there is another source for this information.

In conclusion there are questions which need more precise definitions, while other questions should be addressed to other individuals who can obtain the necessary data.

STUDENT INFORMATION FORM

The Student Information Form was designed to collect demographic information about the students enrolled in experience based career education programs. The students at the four pilot sites had little trouble filling in the requested information. The items seemed to be quite clear and understandable.

Student Follow up Form

The Student Follow Up questionnaire was developed to measure the enduring impact of the Experience Based Career Education Program.

To evaluate its effectiveness the form was mailed to each of the 37 graduates of last years program. A summary of the number of returns is shown in Table 1.

Table 1

Response Rate by Program

Location	Number of Graduates	Number of Returns	Percent Returned
Cheyenne	5	5	100
Glenrock	12	8	67
Lander	8	6	75
Laramie	12	8	67
Total	37	27	73

These resutls indicate that the method utilized in obtaining follow-up information was effective. The students were identified, located, and effectively motivated to complete and return the information form.

The responses to the four questions on the form indicate that the content of the form was clear and easily understandable. Included under major reason(s) for selecting a particular area of interest should be a category to cover self interest.

Three of the proposed reports using the follow-up information could not be generated becuase the required information included data collected of the Student Information Form. These students graduated prior to the pilot testing of this form which prevented collection of the necessary information.

Student End of Year Status Report

The Student End of Year Status Report was generated to summarize dissemination activities and student progress at the end of the acedemic year. Each of the local aministrators were personally contacted at the end of the school year and asked to complete one report for each program.

The items which addressed dissimination activities, in general, were clear and unambiguous. The only problem was determining the distinction between "in school" and "out of school" groups. Those two questions should be rephrased to make the distinction more clear.

There were several problems with the student status information as indicated in the following summary:

1. There was some confusion regarding the status of students who were not seniors. If the student was enrolled in a vocational education program for the next, and also completed the current program successfully both columns on the form should have been checked. In most cases the administrator checked only the column which indicated the enrollment in the vocational program for the next year.
2. Several instructors felt that space should be provided which would permit a short explaination detailing the circumstances which lead to a student dropping the program.
3. The vocational interest areas were too restrictive and limited in scope to classify some of the students. More categories should be included which reflect areas besides vocational education.

In general the instructors or administrators had little trouble

providing the requested information. It was found that the actual completion of the form required less than ten minutes. The reports generated using this data required no modification of their suggested format.

APPENDIX C

MANAGEMENT PLAN AND PROCESS EVALUATION

As part of the evaluation process for the N.I.E. Planning Project, the Wyoming Department of Education retained the Center for Education and Management to aid in the development of a detailed Management Plan (Figure 1).

Once the plan was developed the Center's staff completed four program audits, the results of which are reported in Figure 2.

1

FORM 1

1977-78

Goal Statement
1.0 Fully design EBCE adoption adaptation system for experiential learning.

OUTCOME MATRIX

Project Name N.I.E/PLANNING

Component: _____

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
1.1 Develop dissemination strategies.	1.1.1 Develop Dissemination Plan.				Plan will be in State planning document.
	1.1.2 Develop Wyoming Brochure on EBCE by Oct. 1, 1977.				Brochure on file.
	1.1.3 Develop Wyoming slide-tape presentation of EBCE models by Dec.1, 1977.				Material will be availabl from S.D.E.
	1.1.4 Develop information packages for teachers, administrators, community, and students by Dec. 1, 1977.				Material on file from SDE
	1.1.5 Develop/Disseminate EBCE monthly newsletter by May 1, 1978.				News letter on file with evaluators.

FORM 1

Goal Statement
1.0 Fully design EBCE adoption adaptation system for experiential learning.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
1.2 Develop sequence of activities checklist	1.2.1 Develop overview of EBCE by Dec. 1, 1977.				Available for inspecti

FORM 1

Project Name N.I.E./PLANNING

Component: _____

Goal Statement
1.0 Fully design EBCE adoption adaptation system for experiential learning.

OUTCOME MATRIX

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
1.3 Outline complete delivery system.	1.3.1 Develop outline for orientation.				Outline will be on file.
	1.3.2 Materials for workshop.				Material on file.

FORM 1

Goal Statement
1.0 Fully design EBCE adoption adaptation system for experiential learning.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
1.4 Complete planning activities (Develop MBO plans-tentative date - Sept. 1,1977.	1.4.1 On-site visits to demonstration sites. Form planning council. Completed other listed planning activities-Present to school boards, parent-community orientation. Workshop to review planning progress. Develop Proposal (8-15-77).				A plan on file for each district involved in EBCE.

FORM 1

Goal Statement
2.0 Develop State Technical Assistance Capability in all 4 EBCE Models in areas of Program Planning, Staff training and Evaluation.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
2.1 Training of other state agencies, professionals, etc. in brokerage function in all 4 models.	2.1.1 NWREL training completed at State level - training dates for other states are yet to be established.				List of those involved.
	2.1.2 All EBCE model training to be completed by Sept. 1, 1979.				
	2.1.3 Far West Regional Lab/other Regional Lab Personnel-July 18, 1977 (Proposals completed).				
	2.1.4 Staff Development training of local staff to implement EBCE models -May 1, 1978.				

FORM 1

Goal Statement

2.0 Develop State Technical Assistance Capability in all 4 EBCE Models in areas of Program Planning, Staff training & Evaluation.

OUTCOME MATRIX

Project Name N.I.C./PLANNING

Component: _____

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
2.1 (Continued)	2.1.5 Planning/Instruction Services available will be identified by Sept. 1, 1977.				Material on file.
	2.1.6 Pilot test staff training material by Oct. 30, 1977.				Record of pilot test.
	2.1.7 Develop operational staff training material by Sept. 30 1977.				On File

FORM 1

Goal Statement

2.0 Develop State Technical Assistance Capability in all 4 EBCE Models in areas of Program Planning, Staff training & Evaluation.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component: _____

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
2.2 Assist program planning in adoption/ adaption of EBCE Models.	2.2.1 Adopt/adapt program analysis materials by Sept. 1, 1977. Develop diagnostic materials.				Material on file.
	2.2.2 Develop planning document handbook by Jan. 1, 1978. LEA				Handbook on file.

FORM 1

Goal Statement
2.0 Develop State Technical Assistance Capability in all 4 EBCE Models in areas of Program Planning, Staff training & Evaluation.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component: _____

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
2.3 Two day program analysis workshop for planning purposes - (Diagnostic).	2.3.1 Build Community school profile.				Profile material is on file.
	2.3.2 Develop inservice materials format by June 1, 1978.				Plan on file
	2.3.3 Develop staff development inservice materials by Sept. 15, 1978.				Material on file

FORM I

Goal Statement
2.0 Develop State Technical Assistance Capability in all 4 EBCE Models in areas of Program Planning, Staff training & Evaluation.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component: _____

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
2.4 Implementation Planning to be completed by Jan. 1, 1978.	2.4.1 Complete planning activities (develop MBO plans - tentative date 9-1-77)				On file.
	2.4.2 Dissemination State Plan.				On file.
	2.4.3 Establish Advisory (Steering) Committees.				List of members and monitors from meeting.

FORM 1

Goal Statement

2.0 Develop State Technical Assistance Capability in all 4 EBCE Models in areas of Program Planning, Staff training & Evaluation.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component: _____

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
2.5 Program Evaluation Activities.	2.5.1 Project staff trained in implementation/evaluation by 4-1-78.				Agenda on file.
	2.5.2 Design project evaluations.				Design on file.
	2.5.3 Perform project evaluations May 1, 1978.				Report on file.
	2.5.4 Continued training of state level personnel in implementation evaluation aspects of EBCE (April 1, 1978).				No documentation.
	2.5.5 Hold Workshop on data collection program requirement by Feb. 1, 1978.				Agenda on file.
	2.5.6 Adopt state certification requirements for EBCE personnel				Certification requiren on file.

Goal Statement
3.0 Operationalize EBCE Demonstration Sites

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

Outcome	Activities	Resources	Target Date	Staff Resp.	Evaluation
3.1 Finalize new site selection criteria by Nov. 15, 1977.					Criteria on file.
3.2 Select Sites for AEL					Site identified.
3.3 Deliver program planning from Regional Labs to LEA					Workshop Notes.
3.4 Deliver staff training from Regional Labs to LEA					
3.5 Deliver implementation plans from Regional Labs to LEA					
3.6 Deliver evalution plans from Regional Labs to LEA					

Goal Statement
3.0 Operationalize EBCE Demonstration Sties.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

Outcome	Activities	Resources	Target Date	Staff Resp.	Evaluation
3.7 Demonstration centers for all 4 EBCE models established by May 1, 1978.	3.7.1 State Project staff trained in implementation/ evaluation by April 1, 1978. 3.7.2 Local education agency personnel qualified as EBCE trainees by May 1, 1978. 3.7.3 Pre/Inservice coursework for LEA personnel by June 1, 1978.				All 4 model demonstration sites will be established.

Goal Statement

4.0 Operationalize Functioning MIS/Advisory System

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

Outcome	Activities	Resources	Target Date	Staff Resp.	Evaluation
4.1 Develop Fiscal Plan by Oct. 1, 1978.	4.1.1 Identify/implement fiscal support and resources.				On file

Goal Statement
4.0 Operationalize Functioning MIS/Advisory System

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

Outcome	Activities	Resources	Target Date	Staff Resp.	Evaluation
4.2 Identify/reduce legal barriers.	4.2.1 Develop working policy statement.				Written and Approved.

Goal Statement

4.0 Operationalize Functioning MIS/Advisory System

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

Outcome	Activities	Resources	Target Date	Staff Resp.	Evaluation
4.3 Select staff for project.	4.3.1 Develop job descriptions MBO 4.3.2 Select staff.				MBO on file. Contract on file.

Goal Statement
4.0 Operationalize Functioning MIS/Advisory System.

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

Outcome	Activities	Resources	Target Date	Staff Resp.	Evaluation
4.4 Establish Advisory/ Coordinating Council.					
4.5 MIS System designed by Jan. 31, 1978.					Plan on File.
4.6 Completed MBO and MIS System by July 31, 1978.					Final Report on file.

Goal Statement
4.0 Operationalize Functioning MIS/Advisory System

OUTCOME MATRIX

Project Name N.I.E./PLANNING

Component:

Outcome	Activities	Resources	Target Date	Staff Resp.	Evaluation
4.7 Define/develop state network.	4.7.1 Develop resource center disseminate R.C. information to LEA's.			9-1-78	Material available at location described.
	4.7.2 EBCE orientation materials concepts workshops, with U. of W.			8-1-78	Enrollment list in Summer Workshops.
	4.7.3 EBCE orientation workshop. Describe scope and impact of EBCE, with U. of W.			8-1-78	

Goal Statement

4.0 Operationalize Functioning MIS/Advisory System

OUTCOME MATRIX

Project Name N.I.E./Planning

Component:

Outcome	Activities	Resources	Target Date	Staff Resp.	Evaluation
4.8 Research/Development Studies.	4.8.1 Complete six EBCE impact policy studies by Aug. 31, 1978.				Papers on file.
	4.8.2 Implementation Study options identified for: Special Ed.		Aug. 31, 1978		Paper on file.
	4.8.3 Life Long Learning Middle School gifted and talented multi-lingual/ cultural migrant programs.		Aug. 31, 1978		Paper on file.
	4.8 4 Identify apparatus for out of school youth.				Paper on file -

1977-73

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: 1.0	B. A. R. Oct. 1	Jan. 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
1.1 Develop Dissemination strategies.	AC		AT	AT	General dissemination plan is developed; this will be reviewed before mass distribution of plan.	Dissemination plan is described in the N .I.E. State Plan.
		AC		AT	Brochure completed and distributed.	On file.
		SJ	AT	AT	Slides are made available to local district for augmenting their presentation and review of EBCE. The slide tape presentation will not be developed by the SDE. Have a collection of commercial audio tapes and slide presentations for each model and one slide-tape presentation for overall EBCE for local district uses.	Material available at SDE.
		AC	AC	AT	Information packets for each model are being developed and have been sent out to some local schools.	Materials are available for inspection.
		P/OG	OG	AT/OG	Four newsletters have been developed and disseminated.	News letters are in evaluators fil

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES.

PROJECT: N.I.E. STATE PLAN

Component:	B. A. R. 1	2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
Develop Dissemination Strategies			AT	AT	Report on status of Experience-Based Learning in Wyoming. (attached)	On file.
			AT	AT	Log has been developed to record and keep track of progress of each LEA	Chart on wall is up to date.
			AT	AT	Slide presentations have been acquired and are now in use.	In office.
			AT	AT	All information packages have been developed (AEL, RBS, AWL, NWREL)	On file.
			AT	AT	Developed two 60 minute presentations	Report on file.
			AT	AT	Developed a 20 minute overview presentation for EBCE.	Report on file.
			AT	AT	Adopted the EBCE Breaker Guide as a one hour overview presentation to EBCE	Report on file.

- On-Going
- Unclear
- Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component:	B. A. R. Oct 1	B. A. R. Jan. 2	B. A. R. Mch. 3	B. A. R. June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.2 Develop Sequence of Activities check list.	AT				Activity check list is developed; but not up to date in recording the activities completed.	Document available for review.
		AC/OG	OG		Wall chart has been developed and is in use.	Chart was reviewed by evaluation
				AT/OG	Is up to date May 1, 1978.	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component:	E. A. R. Oct. 1	Jan 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.3 Outline complete delivery of system	AC					
				AT	The materials for outlining orientation strategies has been developed but not disseminated.	Material on file
		AC		AT	Organized materials into brokerage, staff development and implementation materials for each model.	Materials are available at SDE
			AC	AC	Outline of orientation strategies has been approved by appropriate state personnel and has been disseminated to State Steering Committee, Advisory Council and 15 states.	On file.
			AC	AT	Planning handbook, implementation handbook, orientation guides have been developed. Still need evaluation handbook, and resource directory.	On file.

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component:	B. A. R. Oct. 1	Jan 2	Mch 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.4 Complete planning activities (develop MBO plans).	AC		AT	AT	MBO Plan is developed for State Director and the four pilot sites.	On file
		AC	OG	AT	Six school districts have completed the planning process.	Material on file
			AT	AT	Planning grants approved for 9 school districts for 1978-79 school year.	Letter of approval on file
			AT	AT	One combination planning and implementation grant for 1978-79.	Approved letter on file.
				NAT	Planning Council not formed.	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: 2.0	B. A. R. Oct. 1	Jan. 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
2.1 Training of other state agencies, professionals, etc. in brokerage functions in all four models.	NDAC	SJ	SJ	AT	NIE felt the states were not ready to disseminate to other states until March. Wyoming is a member of a consultant pool for NIE's dissemination of EBCE.	No documentation
		AC	AC	P	Completed training with RBS and NWREL. Have complete parts of FWL and AEL and have a written plan of action for completing training. Workshop scheduled in June to complete training.	On file
		NAC	NAC	P	No local staff training as of March. Have trained staff at Jackson May 9.	
		AC	AC	AT	The planning and instructional services have been identified in the EBCE Brochure and have been provided with awareness information in 27 districts.	Brochures available
		P	P	P	Training material was reviewed by potential presenter and revised. There has not been a field trial of the material.	No documentation.
		AT	-------	AT	Staff training material developed & packaged.	Available at SDE.

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: 2.0	B. A. R. Oct. 1	Jan. 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
2.2 Assist Program Planning	AC		P	AT	Work with Buffalo-NWREL Model adoption for Special Education. Buffalo has adopted the material and have implemented a program	Correspindence & plans on file
	AC		AT	AT	Casper working with Far West Model putting on Workshop November 8-11, 1977.	Correspondence and staff development work agenda on file
	AC		AT	AT	McCormick Junior High, Cheyenne, implemented RBS Model. Employ one staff member; train McCormick staff.	Correspondence and materials on fil Overall project on file.
	P		P	P	Pinedale considering Appalachua mode.	No documentation.
	AC		AC	P	FWRL Workshop June 19-26, 1978 (Casper).	Letters of invitation and correspon ence with FWRL on file.
	NAT		NAT	NAT	Completed Appalachua training at Pinedale.	
	AC		AT	AT	Complete McCormick Junior High Workshop in the RBS Mode.	List of participants on file.
		AT	------	AT	A decision guide for EBCE has been developed and is presently under review by SDE administrators.	On file.
		AT	------	AT	Planning Handbook complete by outside contractor.	Available at SDE.

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.ESTATE PLAN

Component: .0	B. A. R. Oct 1	Jan 2	Mch 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.3 Two day program analysis workshop for planning purposes.		OG	NP	P/OG	Have community profile for each school. Some files are more complete than others. This activitiy is developing slowly.	On file
				AT	Will use Labs staff development and workshop material.	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: 0	B. A. R. Oct. 1	Jan. 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
4 Implementation planning to be completed by Jan, 1978.	AT			AT	1) Implementation Handbook completed	On file
	AT			AT	2) Steering Committee established.	Names on file
		AT		AT	M.B.O.'s for all projects have been completed.	On file
		AT		AT	Dissemination plans have been described in NIE report and in state plan.	On file

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

.0 Component:	B. A. R. 1	Jan. 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.5 Program Evaluation Activities		AT		AT	Project Evaluations have been developed for five projects.	On file
		OG	OG	AT	Initial data collected on NWREL projects. Student follow-up questionnaires analyzed. Have collected data using MIS instruments for the four NWREL EBCE Programs and MIS Final Report is in draft form.	Data Available
		AT			EBCE local project directors met to review data collection procedures. The evaluation consultant visited each site twice to answer questions concerning the EBCE/MIS data system.	Agenda and evaluation present.
			NAC	NAT	Train project staff in implementation and evaluation.	
			NDAC	AT	Perform project evaluation. Final report due June 30, 1978.	Report on file.
			NAC	NAT	State certification for EBCE personnel.	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: .0	B. A. R. 1	Jan 2	Mch 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.1 Finalize new site selection.		P			Work plan format has been developed. There has been no formal criteria established for judging the acceptability of a work plan.	Work plan format is in Planning Handbook
			AT	AT	The decision making guide specifies criteria and process for site selection.	On file.

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: .0	B. A. R. 1	Jan. 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.2 Select sites for AEL		NAC	NAC	NAT	No activity in this area.	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component:	B. A. R.				Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
0	1	Jan. 2	Mch. 3	June 4		
.3 Deliver program planning from regional Labs to LEA		P	NP		Trained LEA Staff in planning for RBS and NWREL	Workshop notes
				P	Provided staff training in the areas of planning and implementation to Cheyenne, Mc Cormick RBS Buffalo NWREL. No program with AEL and FWL models.	LEA's have implemented program

OG - On-Going
U - Unclear
SJ - Suspend Judgement
NP - No Progress

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: 0	B. A. R. Jan. 1	2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.4 Deliver staff training from Regional Labs to LEA		P	P	P	Trained LEA staff in RBS & NWREL	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

0 Component:	B. A. R. 1	Jan. 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
5 Deliver implementation plans from Regional Labs to LEA		P	P	P	Delivered implementation plans for RBS and NWREL	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLANS

Component: .0	B. A. R. Jan. 1	Mch. 2	June 3	4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.6 Deliver evaluation plans from Regional Labs to LEA		P	P	P	Evaluation Plans are in place for RBS and NWREL.	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: 3.0	B. A. R. Jan. 1	Mch. 2	June 3	4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
3.7 Establish demonstration centers for all four EBCE Models.		P	P	P	State Staff has completed training in RBS and NWREL models, and are partially trained in the FWR and AEL.	Two models have been implemented.
		AC	AC	AC/OG	Have scheduled preservice courses at U of W. Career Education Class is on-going; Summer class will focus on EBCE technique.	U. of W. schedules materials

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: .0	B. A. R. 1	2	3	4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.1 Develop fiscal plan		AT	------	AT	Complete fiscal plans for 1978-83. The section dealing with the foundation plan and the State plan for vocational education have been approved.	On file.

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STPLAN

Component:	B. A. R. Jan. 1	Mch. 2	3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.0						
.2 Identify and reduce legal barriers		AC	AC	P	Collect information concerning barriers for implementation of EBCE. Have contract with CEM to aid in conducting a workshop with State Advisory Council.	Contract on file and materials available.
			AC		Contracted with consultant to lead a work-session for career and vocational education advisory councils.	Contract on file.
				NAT	Meeting could not be arranged with the advisory council .	

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: 4.0	B. A. R. 1	2	3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
4.3 Select staff for project.		P	P	P	M.B.O's have been developed for State Coordinator and project assistants for RBS project. No M.B.O. for project coordinator.	Plans are on file
		AC	AC	P/OG	Senior staff selected, still have some graduates assistants to be selected.	Contracts on file

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E STATE PLAN

Component:	B. A. R.				Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
	1	2	3	4		
4.0						
4.5 Design MIS System		AT		AT	MIS system designed and approved for pilot testing.	Plans on file

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: .0	B. A. R. 1	Jan 2	Mch 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
.6 Complete MBO-MIS system.		NAC				
			AC		Reports on status survey, student information program review and student follow-ups have been completed and disseminated to LEA and other. The final report is due June 30, 1978.	On file.
				P/OG		

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component:	B. A. R.				Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
	1	Jan. 2	Mch. 3	June 4		
1.0						
1.7 Define and develop State Dissemination Network		NAC				
			AC	P	Material has been acquired but a center concept is not implemented.	Material in office.

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: N.I.E. STATE PLAN

Component: 4.0		B. A. R. 1	Jan. 2	Mch. 3	June 4	Most Recent Activity Performed on Behalf of Objective	Documentation of Activity
4.8	Complete Research Development Studies.		AC		P	Have started developing a file on policy impact.	On file.
				AC	AT	Section in State Plan for Career Education to identify activities to be completed for implementing career education for 1) Junior High and Middle School students, and 2) Out of School Youth and Adult Migrants; Have been written.	State Plan.
				AC	AT	Commitment from Special Education State Staff to work towards establishing of Career Education program within Special Education. Have established one program to date.	
				AC	NAT	Gifted and talented proposal has been submitted to USOE that would establish community based career activities for gifted and talented youth; this proposal was not funded.	
					AT	$4,000 have been budgeted for staff training of gifted and talented programs.	Staff training

OG - On-Going
U - Unclear
SJ - Suspend Judgement

AT - Attained
P - Partial
NAT - Not Attained

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation